

Governor's Education Summit

Getting Ready for Washington Learns
June 3, 2005

Below are four questions that were considered by Summit participants during table discussions. Early learning participants answered the questions with early learning programs and structures in mind. K-12 and Higher Education participants each answered the questions with programs and structures within their areas in mind.

Each table turned in or sent in notes about the full range of their conversations. At the report-out sessions, only the top line items were shared.

The following is a listing of phrases captured from table discussion reports.

What are the strengths of the current system in Washington?

Early Learning	K-12 Education	Higher Education
Good communications system in place Wide variety of models Collaborations Passions run high/internal commitment See child in community and family Childcare subsidies entitlement State \$ into system Business community getting involved Professionalism increasing (professional development) Creation of benchmarks Strong research Strong voices/advocates	Strong state constitution Strong community support State standards Community consensus for change Shining stars around WA (student achievement is improving) Quality Staff: teachers, school leaders, professional organizations Service orientation of state education office Diverse population Flexibility to meet local needs Resources equitable	Good value for money invested Diverse delivery system – community, regional, research, branch colleges and universities, university centers, distance learning Good talent: faculty and students Open access Good articulation across sectors – 2 + 2 system Research contributes \$ to state and helps economic development Higher ed system provides benefits to Northwestern U.S. (e.g. medical

Engaged elected officials Increased investments by K-12 Community at-large becoming more engaged (business, philanthropy, etc.) Informal system supports (library, family, friends, neighbors) Latte tax and other efforts highlight funding needs Infants and toddlers with special needs being served TEACH program (scholarships), STARS (state training and registry system), 4 C's (Child Care Coordinating Committee) Minimum licensing standards Wide variety of programs meet unique parent needs Community based services, statewide Dept of Health has great impact with nurse consultants Community and Technical Colleges Early Childhood and Education program and parent ed Brink of statewide campaign – Born Learning Interest by Governor Internationally renown research	High performance compared to funding provided Broad definition of basic education Emerging high quality of certification	education and services in 5-state region) Responsive to state regional needs (particularly by regional universities and community colleges)
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What are the weaknesses of the current system in Washington?

Early Learning	K-12 Education	Higher Education
<p>Not enough culturally relevant services (solutions sometimes don't fit the family)</p> <p>Lack of quality and consistency (ECEAP underfunded, too few slots)</p> <p>Leadership not reflective of diversity in community and family (benchmarks – example)</p> <p>Lack governance structure</p> <p>Need improved educator standards and compensation</p> <p>Professional development (BA)</p> <p>Rural inequity – access (toddlers/meth use)</p> <p>Therapeutic services lacking (jumping community college to community college statewide)</p> <p>System to support early learning development needs (50 to 60% of children are in unlicensed preschools and homes)</p> <p>More options for parents, flexibility to meet needs, parenting education</p> <p>Low reimbursement rates hurt quality</p> <p>Licensing standards not weighted</p> <p>Infant/toddler key to needs, but training is inadequate</p> <p>STARS system needs \$\$</p> <p>Subsidy systems broken</p> <p>Lack of access – off HRS</p> <p>Also affects training for centers</p>	<p><u>General:</u></p> <p>Don't have 21st century definition of public education</p> <p>1993 “Definition” – was reform of policy not funding</p> <p>Funding doesn't get to classrooms as well as it should</p> <p>System not student focused enough</p> <p>Too many demands on teachers (home, social work, etc + instruction)</p> <p>Drop-out rate too high</p> <p>Early learning/K-12/Higher Ed: Lack of articulation information and systems for students</p> <p>Achievement gap closing too slowly</p> <p>Calendar – consider year round school</p> <p>WASL is a system check not individual (but used for individual now)</p> <p>WASL is not diagnostic</p> <p>Assessment system does not meet diverse needs</p> <p><u>Funding Issues:</u></p> <p>Public not aware of funding needs</p> <p>Legislative disagreement on education policy & funding (i.e. geographic differences)</p> <p>Existing formulas do not address newer economic needs (i.e. technology & fuel)</p> <p>Inadequate & inequitable tax system</p>	<p>Lack of cultural competency (e.g. in teacher preparation programs, outreach, faculty diversity)</p> <p>Lack of coherent and predictable funding policy for students, families, institutions</p> <p>Low state investment in research</p> <p>Uneven delivery/access to higher education by region, income, ethnicity</p> <p>Lack of competitive salaries to recruit and retain talented faculty and staff</p> <p>Over reliance on part time faculty in community and technical colleges</p> <p>Recruitment/retention of faculty of color</p> <p>Lack of access to quality Adult Basic Education (ABE), GED and English as a Second Language (ESL) programs</p> <p>Lack of system-wide student level data</p> <p>Remedial education (too much needed)</p> <p>System is disconnected from demographic changes – doesn't respond to changes</p> <p>Disconnect between high school graduation and higher ed entrance requirements</p> <p>Lack of BA/grad degrees for underrepresented groups (e.g., rural, minority, low income residents)</p> <p>Lack of career ladders for under-represented groups</p> <p>Not enough BA slots</p> <p>Inability to respond quickly to changing</p>

Professional development (little incentive to get training and “poaching” of those trained) Parents and employers don’t know what they don’t know; need to know System chronically underfunded Barriers between programs (transportation, capital funding, braided funding) 40% do not participate (districts in birth to 3 “early intervention”) Cultural bias – standards / benchmarks Differences of world view – view of being in the world (tribal members) Eurocentric approach to early learning	Levy dollars used for Basic Ed – creates lack of flexibility for local dollars Need additional dollars in high schools for college prep course offerings (need funding for 6 periods instead of 5) Timing for financial decisions (not stable for district planning) Need money for training in counseling, parent interaction & cultural awareness	economy (lack of flexibility) Lack of mission clarity leads to inequitable funding by institution Overall lack of capacity & adequate funding Low funding for customized training Under supply of workforce training programs Not enough combined workforce training and adult basic education programs
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What are examples of efficient practices? How can we spend current dollars more effectively?

Early Learning	K-12 Education	Higher Education
Increased professional development Higher wages Better quality Blended funding promotes more Comprehensive programs (SERF – Seattle Early Reading First) Partner with other public agencies (schools, libraries, health) Spokane Falls Community College High School articulation (like Running Start) Tiered reimbursement system, funding tied to quality STARS registry program (professional	Efficient and effective program and structure examples: Math Helping Corps Laser (science program) Regional educational service districts and their Co-ops All-day kindergarten Grant application by internet Dual credit programs Train-the-trainer / facilitator models (School Resource Officers) Don’t sacrifice quality for efficiency Parent/community involvement	<u>Efficient and effective programs:</u> Broad access to 2-year colleges Articulation with K-12 & among institutions is one of the best in the nation and world Distance learning saves students money Dual enrollment programs (e.g., Running Start, Tech Prep) 2 + 2 system Improving 4-year program retention, tutoring, advising Cooperative library system Internet system

<p>development)</p> <p>Local government subsidizing local programs</p> <p>Braided funding</p> <p>Share transportation resources (school and other)</p> <p>Capital facility (include preschool in state sq ft calculation)</p> <p>Building on existing systems</p> <p>All agree on problem be solved</p> <p>Common training for staff</p> <p>Coordinate in geographic areas (share materials, training, etc.)</p> <p>Technology</p> <p>Parenting counts (use common forums to provide info)</p> <p>Access programs/pilot projects evaluate (need \$\$)</p> <p>Better leverage ECEAP & Head Start (better for child and better access to professional development)</p> <p>ITEIP (Infant Toddler Early Intervention Program) leverage</p> <p>Early learning wage and career ladder</p> <p>Concern with thinning the soup (public good, public responsibility)</p> <p>Public health nurse partnerships</p>	<p>Single data system (improve reporting system to actually reduce reporting)</p> <p>School-based decisions re: strategies & money</p> <p>Flexibility for districts</p> <p>Best-practices on state education web page</p> <p>Share ideas for cost effectiveness</p> <p>Access to data for student plans</p> <p>Examine special ed for efficiencies</p> <p>Yearly testing inefficient</p> <p>Standards/aligned curriculum</p> <p>New system should be based on outcomes (not seat time)</p> <p>Multiple learning</p> <p>Ability to “waive” regulations, do away with unfunded mandates</p> <p>More resources into leadership, management & professional development</p> <p>Consolidate school districts</p> <p>“Statewide” collective bargaining</p>	<p>University Centers</p> <p><u>Ideas to increase efficiency/save money:</u></p> <p>More community-based/off campus learning opportunities to reduce time to degree and demand on campus facilities</p> <p>Pool healthcare costs across system</p> <p>Increase retention at transition points so money already invested in students’ education is capitalized upon</p> <p>Competency based admissions and movement through system</p> <p>Retrofit buildings to make better use of them (instead of new buildings)</p> <p>Use capacity in private institutions.</p> <p>Don’t fund private institutions with state money</p> <p>Create one “multi-campus university” with clear goals, measures of efficiency, common course numbering.</p> <p>Leverage private money (to fund research and workforce programs)</p> <p>More partnerships with industry</p> <p>Better coordination college prep programs for special needs students</p> <p>Create culturally appropriate outreach to K-12 students</p> <p>Competency standards by subject area so folks at next level know and can align expectations</p>
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How do we create a seamless education system? What are the key transition issues to consider when moving from early learning to K-12 and from K-12 to higher education?

Early Learning	K-12 Education	Higher Education
<p>Need deeper conversation on pedagogy; what do we want</p> <p>All K-12 & higher education & early learning for families of state</p> <p>We have value for multicultural education as asset</p> <p>Overlap in professional development (teachers of youngest overlap with those of older children)</p> <p>What are expectations when children transfer to next level, to kindergarten, making whole educational system seamless</p> <p>Need seamlessness within early learning (much too much fragmentation)</p> <p>What are expectations of the next education level up the line?</p> <p>Early childhood programs have strong family culture focus (when kids transfer into K-12 it's a less family and culture oriented environment and more focused on academics, consider cultural transitions)</p> <p>Libraries are neutral place for families, seamless all the way along</p> <p>Need anti-bias curriculum to teach kids to think for themselves</p>	<p>Put governor in charge of early learning</p> <p>Connect WASL to college entrance</p> <p>Mechanisms to engage talk about transitions and their work</p> <p>Establish/create outcomes</p> <p>Require/mandate pre-K learning</p> <p>Governance umbrella over 3 systems</p> <p>Resources for professional development across the system</p> <p>Entrance & exit exams</p> <p>Focus on student rather than institution</p> <p>Activities for students in preparation for next level</p> <p>Guidance and tailored education plans for students</p> <p>Student data to inform instruction</p> <p>Consistent access throughout</p> <p>Shared/statewide vision for seamless system</p> <p>Build critical thinkers / life-long learning</p> <p>Do away with artificial transition points</p> <p>Identify & fix system barriers</p>	<p>Support families to help students transition (counseling, info, guidance in high school and community colleges)</p> <p>Address drop-out issues head-on</p> <p>Integrate data systems across state/sectors</p> <p>More jointly planned curriculum & programs across sectors</p> <p>Mentoring high school students through the first year of college (classes to take in high school, how to apply for financial aid, classes to take as freshmen, etc.)</p> <p>Better information to students at K-12 level on expectations for college-level work, and better information to community colleges students about specific major requirements for BAs</p> <p>More partnerships between teacher prep programs and urban schools</p> <p>"Portfolio" process, carry it forward across levels</p> <p>Limit teacher education mission to Eastern, Western, Central. Cohorts of students from community and technical colleges transfer to regionals and then to graduate ed programs</p> <p>Learn more about what students want and</p>

		<p> how they make choices Full faith & credit for all transfers Same courses, numbers across the system Cross-training and mentoring of teachers at all levels K-12, higher education Recognize and support good things that are already happening Use summer school (for K-12 preparation programs, and better use of higher ed facilities) Improve opportunities for students to be employed after college Build career orientation into all subject areas during K-12 (e.g. what kind of work can be done with math degree) Better align teacher and administrative preparation programs with K-12 reforms </p> <p> <u>Key transition issues to consider when moving from early learning to K-12 and from K-12 to higher education:</u> </p> <p> Alignment of WASL & expectations for 11th & 12th grade – ability of students to do college level work Define “basic education” as what students need to know in order to succeed in college and work place Create consensus on what it means to be prepared for college (e.g. writing skills) More attention to pre-K </p>
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